

Professionally-oriented approach in the preparation of students of artistic and pedagogical specialties

O.B. Pavlenkovich^{1*}

¹ Federal National Budgetary Educational Institutions of Higher Education «Pacific National University», Khabarovsk, Russia

Abstract. The competitiveness of an artist-teacher in the professional sphere is determined not only by the qualifications, but also by the ability to solve professional and subject-specific tasks in non-standard, changing working conditions. In traditional training, students of art and pedagogical specialties are in the position of consumers of educational services; acquire fundamental knowledge and skills, without thinking about their role in professional development and their purpose as a specialist. In a professionally oriented approach to teaching, students can take responsibility as the organizers of the pedagogical process, test their professional knowledge and skills in practice, and assess their level of readiness for the profession. In the context of solving the problem of professional development of students of art and pedagogical specialties in the educational process of higher education, the author of the study developed and experimentally tested a functional model.

1 A problem statement

Higher education is an integral component of specialist's professional development. The Federal state educational standard of higher professional education requires accounting for professional specifics in the students' preparation, forming their focus on the implementation of the tasks of their future professional activity.

The competitiveness of an artist-teacher in the professional sphere determines his ability to solve subject problems in non-standard, changing working conditions. Professional competence in a specialist's characterization is an indicator of his readiness to perform professional functions, a guarantee of actual effectiveness.

Graduates of artistic and pedagogical specialties with insufficiently developed visual and pedagogical abilities are unable to transfer subject knowledge, focus students' attention on the subject, interact with the team effectively, organize educational activities, which negatively affects the quality of students' training in future professional activities, especially in the first years of its implementation.

* Corresponding author: ipcs-profped@yandex.ru

1.1 The objective of the work

The need for professional development of an artist-teacher in the educational process of the University is an incentive to work out methods for the integrated becoming of abilities demanding in future work. Scientific approaches to professional specialists' training in various fields of activity, as well as the scientific and methodological potential of domestic art and pedagogical practice, serve as a solution to the problem of purposeful integrated development of visual and pedagogical abilities of students of art and pedagogical specialties. The development of a methodological model of professional formation of an artist-teacher in the educational process of higher education was based on the theoretical provisions of the psychological and pedagogical concept of contextual (A.A. Verbitsky) and activity (L.S. Vygotsky, P.Ya. Galperin, V.V. Davydov, A.N. Leontiev, N.F. Talyzina, S.L. Rubinstein) approaches to learning, the development of abilities as a system genesis of functional systems (D.V. Shadrikov, L.V. Cheremoshkina), on the principles of subject-subject interaction of participants educational process (K.A. Abulkhanova-Slavskaya, B.G. Ananyev, A.A. bodalev, G.A. Kovalev, etc.).

2 Materials and the results of the research

For the purpose of professional development of the artist-teacher in the educational process of the University, the author of the study developed a methodological model, based on the above-mentioned scientific provisions, aimed at training a professional aware of the personal and social significance of the future profession, owning a system of professional and special knowledge and skills, having the necessary abilities and qualities of the individual in the profession. In the course of testing the effectiveness of the methodological model in the practice of teaching students of art and pedagogical specialties, the following tasks were to be solved:

- 1) to identify the pedagogical conditions that contribute to the development of pedagogical and visual abilities;
- 2) to develop methods bringing together the educational tasks of students of art specialties and professional-subject tasks of an artist-teacher;
- 3) to develop a system of evaluation criteria and level indicators of the dynamics of the development of visual and pedagogical abilities of students, taking into account the knowledge and skills necessary for the successful solution of educational and artistic-pedagogical tasks.

In traditional teaching, the students of art and pedagogical specialties are in the position of educational services' consumers, master the fundamental knowledge and skills of their use in the learning process, not in the conditions for personal responsibility for the quality of the educational process and learning outcomes of students (A.A. Verbitsky, T.T. Rybakova). Students do not have the opportunity to take on the responsibility of the organizer of the artistic and pedagogical process, to test in practice the possession of professional knowledge and skills, to assess the level of their readiness for the profession. This contradiction determines the use of a professionally oriented approach in the process of training students of art and pedagogical specialties in order to become a professional in the educational process of the University.

The structure of the artist-teacher's abilities consists of special (visual) and professional (pedagogical) abilities. Pedagogical abilities are in demand in activities related to education and training and do not replace the abilities of a subject teacher [1-3]. An artist-teacher, along with pedagogical abilities and personal qualities, knowledge of methods of interaction between subjects of the educational process, technology for transferring experience to the younger generation, must have special knowledge in the subject area,

technology and means of creating an artistic work. However, as a rule, there is a focus on special training in the educational process of higher education students of art and pedagogical specialties, (S.I. Dembinsky, A.A. Milyukov, G.B. Smirnov, A.E. Terentyev).

To prevent one-sided (artistic) orientation in the training of students of art and pedagogical specialties, it is necessary to include quasi-professional tasks in the content of special disciplines, namely, the implementation of elements of combined artistic and pedagogical activities by the student. They should base the content and methodological support of the educational process of visual cycle disciplines on this requirement in order to identify and implement the potential of favorable pedagogical conditions and factors.

Full implementation of elements of quasi professional activities by student is possible only after mastering the subjects of Humanities unit of curriculum (pedagogy, psychology, methodology of teaching and education, etc.), where the student generates the image of the profession and formed the image of THEMSELVES in the profession, there is a possibility (and the need) of self-development as a future teacher. In the initial courses of study, the student develops new social values, knowledge and skills necessary in the profession. At the next stage, in the course of passing the disciplines of the visual cycle, the Arsenal of acquisitions should already act as a means of solving artistic and pedagogical problems [4, 5]. With professionally oriented approach learning at University, the student has the opportunity to change the role of the student – the object of assimilating the knowledge on the role of the artist-teacher – entity engaged in the learning process, to move from the status of consumer educational information to the status of the Creator's own knowledge and yourself as a professional. This approach in the framework of University training allows you to increase the space for the student to display professional activity and intellectual initiative.

When implementing a professionally oriented approach, the student systematically, under the guidance of a teacher, responsibly and professionally performs elements of quasi-professional artistic and pedagogical activities. In particular:

- organizes educational work;
- performs subject-speech activities – explains new educational material;
- answers questions that arise during the explanation process;
- selects methodological material in accordance with the stages and logic of presentation of educational material;
- identifies mistakes made in their academic work and the work of fellow students, and voices ways to correct them (prevent them);
- evaluates the results of their artistic activities and classmates unbiased and thoroughly, etc.

In the context of a professionally oriented approach, the student provides a deep understanding of the content of the subject, and implement the following principles: variability of individual development trajectories, priority start, synthesis of intelligence and action [6].

Variability is provided by the use of various forms of interaction between subjects of the educational process in training. The principle of priority start involves attracting students to such types of artistic and pedagogical activities that, following an internal intention or due to objective and subjective reasons for their development, they are ready or strive to implement. The principle of synthesis of intelligence and action is based on the use of technologies, involving the student in the process of cognition, joint action with the teacher and empirical development of the world in harmony of cognitive, emotional, volitional and effective components.

With a professionally-oriented approach, the organization of educational and cognitive activity of students approaches the activity that recreates the competence-subject, psychological and social aspects of future professional activity, within which mental

processes develop that prepare the transition of the student to a new, next stage of his development [7], namely, the professional and subject activity of the artist-teacher. This approach creates and implements conditions for supporting and developing various forms of student activity, testing their strength in the direct implementation of elements of professional-subject – quasi-professional activities, making semantic discoveries, and gaining artistic and pedagogical experience.

At the same time, the quasi-professional activity of students contains features of educational, cognitive and future professional activity. In its context, they acquire knowledge not for the future, but for use today, nowadays. «Personal, active inclusion of a student in the learning process guarantees his orientation to mastering the subject content of professional activity. The generated «field of interest» is the expression of personality, in the process of reflection they evaluated their professional ability and quality, resulting in the development of the desire to achieve «I-perfect»» [8].

The manifestation of individual characteristics of students in the course of their artistic and pedagogical activities contributes to the formation of cognitive motivation and its subsequent transformation into motivation to master the profession [9]. The student's motivation for professional development sets the contours of the needs for mastering the elements of artistic and pedagogical activity creates real opportunities for transitions from cognitive activity to professional activity and back [10]. In the process of direct implementation of elements of quasi-professional activity, the student's cognitive activity is stimulated by personal responsibility for the quality of their activities in the educational process of the University for the transfer, control and evaluation of their knowledge and the knowledge of other students.

Quasi-professional activity in the implementation of the functions of an artist-teacher contributes to the independent development of knowledge by the student, equips him with ways to obtain them. In the field of formed needs, self-control of behavior and activity is activated in accordance with the «Self-image» of the artist-teacher as a regulatory idea that determines the ways of development, education and life of the future specialist as a whole. The student sets goals and deadlines for achieving them, chooses ways of social and professional interactions, means and spatio-temporal conditions for their application, which makes the process of professional development virtually continuous and correlates with personal inner intention and growing needs in the context of professional and subject activity as the core of new formations.

Combining educational and professional activities in the process of teaching students of art and pedagogical specialties activates the process of professional development through:

- forming a holistic view of the tasks, structure and content of professional activity in its dynamics;
- forming their motivation for learning, ensuring and compliance with the conditions for the development of professional motivation;
- gaining professional-subject and social experience in the status of a professional.

This technology of professional development should be considered as a target setting and innovative practice that transforms the nature of training in terms of its essential and instrumental capabilities.

The nature and form of interaction between the teacher and students, their positions in the educational process are represented by the structure and content of the functional model, which is an integral system that includes interrelated blocks: goal-setting, content, organizational and functional, resulting (Scheme. 1).

The content of the target installation block is set within the framework of the social order of the state. The strategic setting of the functional model is the professional development of the future artist-teacher in the educational process of the University.

The analysis of the professional and subject activity of the artist-teacher allowed us to determine the most popular structural components of abilities, the integration of which ensures the successful implementation of students of art specialties of educational and future professional activities. Abilities characterize a person in the subject and social situations of professional activity; ensure the quality, reliability and productivity of its performance. Visual abilities include the most popular in the artist's work: artistic and imaginative thinking, holistic perception, plastic vision and visual skills, in the activity of a teacher: subject-speech, perceptual, procedural and evaluative [11].

The goal is detailed in the tasks. The substantiation of the content of scientific and theoretical positions in determining the tasks of professional development of students is provided by the psychological and pedagogical concept of contextual learning [12], the theory of activity assimilation of culture [13] and the subject-subject approach in training [14]. The development of abilities for artistic and pedagogical activity based on these approaches is carried out through the student's subjective understanding of the objective features of the future profession. On this basis, the student understands the meaning of the essence of theoretical and practical courses of psychological and pedagogical, methodological and visual educational disciplines.

These positions make it possible to activate the student's need for learning through the formation of his interest in professional development, introduction to artistic and pedagogical activities, during which the development of professional and special competencies in educational subjects of visual, psychological, pedagogical and methodological cycles acquires the meaning of personal meaning. At the same time, the decisive factor in the professional development of a student as a future artist-teacher is the awareness of the need for a comprehensive development of pedagogical and artistic theory and practice. In the process of quasi-professional activity, this attitude is fixed in the student's mind in the form of value orientations, setting the direction of his interests and needs.

The content block of the model of professional development of students of art and pedagogical specialties includes a set of scientific and theoretical positions, methods, means of training and development (Fig. 1).

The analysis of the conceptual positions of the activity, context and subject-subject approaches in the context of the need for professional development of students in the course of training allowed us to determine effective methods and forms of interaction between the subjects of the educational process. Namely, the formation of competencies, the development of professional and special abilities of students of art specialties proceeds more successfully when modeling problem situations of interaction between subjects of the educational process, in which the student solves professional and subject tasks of an artist-teacher. In this process, the subject and social aspects of future professional activity are modeled, which are set using analog tasks, forms of joint activity and subject communication of future specialists at the level of technology. Personal, active participation of the student and visibility of the search process and obtaining the result leads to a deep understanding of the educational material, the formation of self-confidence as a specialist, and the emancipation of intellectual capabilities [15, 16].

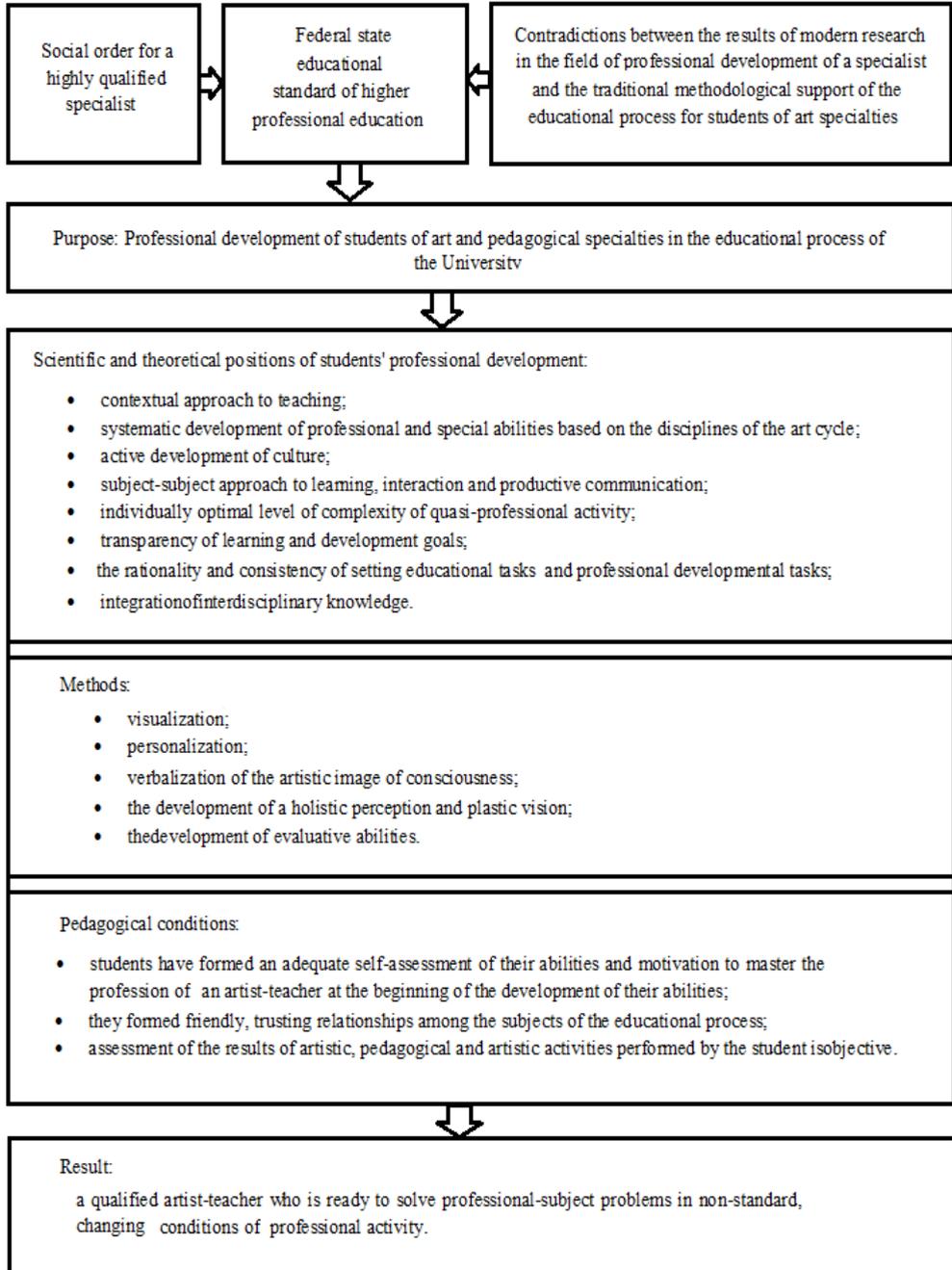


Fig. 1. Functional model of professional development of students of art and pedagogical specialties in the educational process of the University.

They have developed methods based on the scientific provisions of the activity; context and subject-subject approaches in teaching that allow bringing together educational and professional tasks:

- visualization: based on the perception of a work of art, their own or creative work of a classmate, the student receives professionally significant information, based on which to build a substantive conclusion;

- personalization: in the course of training under the guidance of a teacher, based on the material of the disciplines of the visual cycle, the student responsibly, professionally performs subject-speech, training activities (explains the methodological sequence of work, voices possible difficulties, explains artistic tasks, voices ways to solve them, etc.);
- verbalization of the artistic image of consciousness – a method of developing artistic and imaginative thinking;
- development of holistic perception and plastic vision by highlighting the teacher's dominant artistic task, defining the problem, creating an attitude to conscious observation of the student and selectivity of perception;
- development of assessment abilities in the direct process of the student's quasi-professional activity (the student gives an oral assessment of the work performed, voices its positive aspects, identifies, if necessary, errors, explains how to eliminate and/or prevent them). explain the methodological sequence of its management, evaluate the work done, voice the difficulties encountered, identify shortcomings, if any, explain how to eliminate them, prevent them, and so on.

Substantial block «means of education» includes educational-methodical complex of the discipline, e-learning courses and disciplines, special assignments, visual didactic means of teaching, the content of which is the basis of artistic teaching substantive communication students to build their interdisciplinary knowledge.

The complex application of principles, methods and means of professional development of students of art and pedagogical specialties in the educational process of the University allows them to form an idea of the tasks of a specialist, gives an opportunity to assess the level of their competence to perform its functions, to understand the essence of training, to adequately assess their mistakes and achievements. Here the role, as well as direct, but the dominant leadership of the teacher in quasi professional activities carried out by the student, allows to model the professional development of the artist teacher in the educational process of a University taking into account individual-typological peculiarities of each student.

The task of the organizational and functional block of the model is to create and maintain a set of motivational, educational, and educational conditions. Effective functioning of the model of professional development of students of art and pedagogical specialties in the educational process of the University is possible only if the following pedagogical conditions are provided:

- by the beginning of the process of forming special abilities and competencies, students are motivated to master the profession of an artist-teacher;
- friendly, trusting relationships among the subjects of the educational process;
- objective assessment of the results of artistic, pedagogical and artistic activities performed by the student is provided.

The resulting block, in addition to assuming the result of empirical testing of the effectiveness of the actions taken for the professional development of students of art and pedagogical specialties in the educational process of the University, included its analysis and qualitative assessment.

The basis for the development of criteria and indicators of level of professional formation and of its dynamics of diagnostics of students experimental and control groups when conducting the pedagogical experiment was the theory of the activity system Genesis V.D. Shadrikov [17], the essence of which abilities and qualities, as properties of functional systems manifest in the speed and quality of decision of tasks in view; to diagnose levels of demand characteristics is possible by analyzing the process and results of activities for which they are needed. The criteria belong to the category of universal, as they allow you to identify the required characteristics, taking into account the knowledge and skills necessary for the student to perform both educational and artistic-pedagogical tasks:

- reproductive level – neoplasms are insignificant; the indicator is determined by the performance of artistic and pedagogical activities on the model, with the manifestation of reproductive and imitative activity of students;
- search level – neoplasms have occurred, but the student is potentially ready for more; the indicator is determined in part by the student's search and performance activity;
- creative level – new formations are recognized as the maximum possible; the indicator is determined by the creative and independent implementation of elements of quasi-professional artistic and pedagogical activities.

However, note that each prior in the context of system Genesis preparatory acts in relation to subsequent, higher – processes at the lower level of the formation to create the background and set the conditions for the implementation of processes to achieve higher level (Fig. 2).

According to the results of the analysis of quasi-professional activity, 31% of students in the experimental group showed a creative level of cognitive activity, 62% – search and only 7% – reproductive. In the control group, only 12% of students showed a search level of cognitive activity, 42% – search, 46% remained at the reproductive level.

Relatively high indicators of the development of professional and special competencies, visual and pedagogical abilities of students in the experimental group were the results of testing the functional model of professional development. The levels and dynamics of professional development of students of art and pedagogical specialties in the educational process of the University in the course of experimental testing of the functional model allow us to conclude that its effectiveness is quite high. The validity of a functional model is developed taking into account the specifics and peculiarities of pedagogical activity, modern concepts of personal development in training was confirmed not only in relation to professional formation of students and the pedagogical specialties in the educational process of the University, but also the high learning outcomes of students in the experimental group.

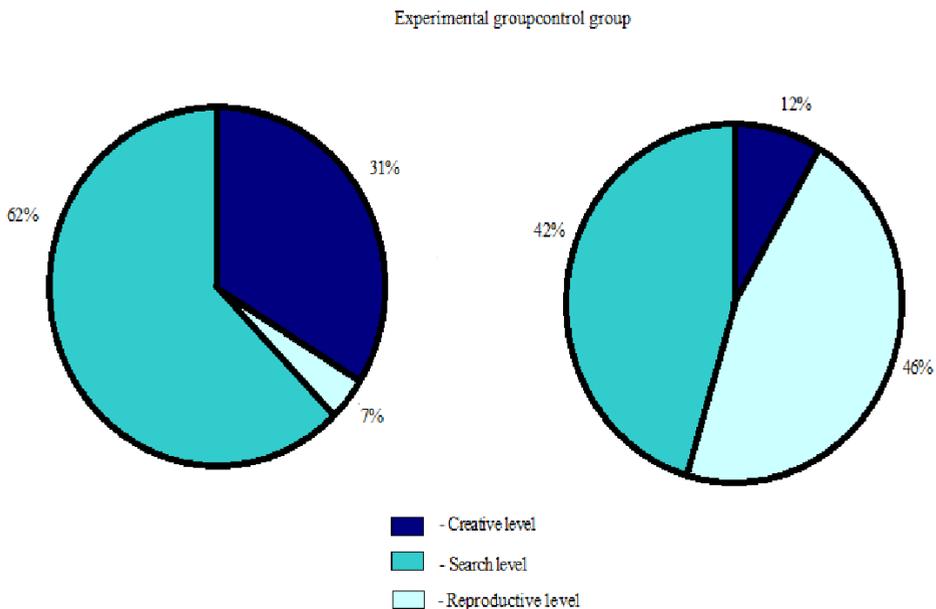


Fig. 2. Diagrams correlation of levels of professional development of students.

3 Conclusions

The priority tasks of modern higher professional education are to take into account the professional specifics in the training of specialists, to form their orientation towards the implementation of the tasks of their future professional activity. They solved these tasks successfully when using a professionally oriented approach in the educational process of the University. A professionally oriented approach to the educational activities of students of artistic and pedagogical specialties allows organizing educational and cognitive activities close to the competence-subject, psychological and social tasks of future professional artistic and pedagogical activities. This approach creates and implements conditions for supporting and developing various forms of student activity, testing their strength in the direct implementation of elements of professional-subject – quasi-professional activities, during which they make semantic discoveries, gain artistic and pedagogical experience. With a professionally oriented approach to learning, a student can take on the responsibility of organizing the artistic and pedagogical process, check in practice the possession of professional knowledge and skills, and assess the level of their readiness for the profession. In the quasi-professional activity carried out by the student, there appear mental processes that prepare him for a new, next stage of professional development.

In the course of the study, aspects of control and adequate self-assessment of professional skill growth remained latent. These aspects can become the basis for further search for effective methods and techniques for professional development and self-improvement of students in the profession.

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